

DOCUMENT RESUME

ED 219 972

FL 013 186

TITLE English as a Second Language and Bilingual Education. Foreign Languages in Virginia Schools, No. 8.

INSTITUTION Virginia State Dept. of Education, Richmond. Foreign Language Service.

PUB DATE Sep 81

NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Bilingual Education; Curriculum; Educational Policy; Educational Resources; Elementary Secondary Education; *English (Second Language); *Second Language Instruction; Student Placement; Teaching Methods

IDENTIFIERS *Virginia

ABSTRACT

An overview of English as second language (ESL) instruction and bilingual education in Virginia public schools is presented. The topics discussed are: program philosophy; definitions; legal responsibilities; identification, placement, and orientation of students; instructional approaches, including tutorial, cluster, classroom ESL, high intensity language training, and bilingual education; curriculum and instructional methodology; teaching materials and resources; program personnel; exit criteria; credit for ESL courses; graduation requirements; and financial assistance for limited English proficient students. Samples of administrative forms used in various school districts are appended. (RW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED219972

FL013186

Foreign Languages in Virginia Schools

ENGLISH AS A SECOND LANGUAGE
AND BILINGUAL EDUCATION

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Virginia State
Dept. of Education

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Preface

Increasing numbers of students whose native language is not English have entered the state during the last decade. Many of them need special assistance in learning English. Currently, bilingual education services are available in three languages in one county, and English as a Second Language instruction is provided, in one form or another, in at least 40 school divisions in the state.

Persons who speak other languages are scattered unevenly throughout the state. Although some school systems have none or very few students with this background, 10 percent of Arlington's K-12 school population is of limited English-speaking background and more than 50 languages are spoken by students in Fairfax County. The number of requests from smaller, usually rural school divisions for assistance in working with students who have limited proficiency in English has increased noticeably in the Department of Education in the last five years.

In almost all localities where students with limited proficiency in English are found, the school authorities have taken the initiative, on their own and without special state or federal financial aid, to provide assistance for these students. The objectives are to teach them English and the mores of our culture so that they can participate successfully in the academic and extracurricular life of the schools.

English as a Second Language and/or bilingual education have become part of the curriculum in some school divisions. English as a Second Language is finding its way into other divisions to meet the needs of students. This publication, one of a series produced by the Foreign Language, English as a Second Language and Bilingual Education Service of the Department of Education, is directed to all who are concerned with the instruction of students with limited proficiency in English with the hope that their task will be made easier and more successful.

Helen P. Warriner-Burke
Associate Director for Languages

Foreign Languages in Virginia Schools

Publications in the Series

1. **Philosophy and Objectives / What is Language? / The Language Learner**
2. **Teaching a Language**
3. **Testing and Evaluation**
4. **Individualizing Instruction**
5. **Learning Aids / Instructional Personnel**
6. **Curricular Components / Notes to the Administrator and Counselor**
7. **Career Education and Foreign Languages / Enriching and Explaining the Foreign Language Program**
8. **English as a Second Language and Bilingual Education**

This publication was printed with ESEA Title VII Bilingual Education Funds.

Table of Contents

ENGLISH AS A SECOND LANGUAGE AND BILINGUAL EDUCATION

Philosophy of the Program	1
Definitions	1
Responsibility and the Law	2
Identification, Placement, and Orientation of Students	2
Identification	2
Placement	8
Orientation	8
Organizing for Instruction	9
A Tutorial Approach	9
A Cluster Approach	9
Classroom ESL Instruction in the Home School of the Students	9
High Intensity Language Training (HILT)	9
Bilingual Education	10
Curriculum and Instructional Methodology	10
Teaching Materials and Resources	11
Personnel for the Program	15
Exit Criteria (Changing from ESL or Bilingual Education to Regular Instruction)	16
Credit for ESL Courses	17
Requirements for Graduation	17
Financial Assistance for LEP Students	17
Appendices	19

English as a Second Language and Bilingual Education

PHILOSOPHY OF THE PROGRAM

The purpose of providing special instruction for students with limited English proficiency either through English as a Second Language (ESL) or bilingual education is to help them learn English as rapidly as possible and to be successful in school programs. Such instruction also should help them to adjust culturally. As part of the program, efforts should be made to develop in the students and staff of the school an attitude of acceptance of nonnative American students.

Students with limited English proficiency are individuals within a group, just like other students. They include orphans of the war in Indochina, as well as privileged youngsters from wealthy families. The first Indochinese students to arrive were children of well educated parents and who had been in school most of their lives. Many of the later refugees may have had little schooling. Many of them speak an Indochinese language other than Vietnamese and reflect sharp cultural differences.

Another fact that should be considered in any program for students with limited English proficiency is that they bring with them experiences from which American students can learn. The school system should encourage these students to share their heritage and culture with native English-speaking students. With those shared experiences, all students can learn to value each other's worth in our society.

DEFINITIONS

Because some of the terms that are used in referring to English as a Second Language and bilingual education may not be familiar to all those who use this publication, the following glossary is provided. The terms are listed in the order of their frequency and usage.

LEP students—students with limited English proficiency. Their first (native) language is not English. English is usually not spoken in their homes (most were not born in this country). They probably need special instruction in English

before they can participate fully in the programs of the school. Interviews and tests will determine whether they need help.

English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL)—instruction in English especially designed for LEP students. Usually students of diverse languages are brought together as a group; a class might be composed of 22 youngsters representing 14 countries and 7 different languages, or it might include only 2 or 3 students. These students may or may not vary in age, grade, and linguistic background. No attempt is made to use their native languages in instruction. ESL may be provided at any age, from kindergarten through adult education. It is a catch-up, mainstreaming approach.

Bilingual education—sometimes referred to as bicultural or multicultural education. All of the students in a class are of one language background, for example, Korean. School divisions in which there are concentrations of large numbers of students who speak a foreign language (in Virginia, Korean, Spanish, and Vietnamese) are more likely to offer bilingual instruction. The teacher uses the primary language of the students to facilitate the learning of English and to provide instruction in the content area. There are two types of bilingual education:

- a. **Transitional**—the native language is used just to assist with the learning of English. Students are mainstreamed as soon as they no longer need bilingual instruction.
- b. **Maintenance**—Language instruction is provided in the student's home language in addition to ESL. It is not a mainstreaming ap-

proach and it may be continued throughout the student's school years.

The transitional approach is used in most bilingual education programs in the nation and in the one program offered in Virginia. Maintenance bilingual education is rarely found in American schools.

RESPONSIBILITY AND THE LAW

In 1970, the Office of Civil Rights of the Department of Health, Education, and Welfare specified that affirmative action must be taken to assure that school districts receiving federal aid of any kind provide special instruction for non English-speaking students:

Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.¹

In 1974 the *Lau vs. Nichols* suit was brought by parents of Chinese-speaking students against the San Francisco school system, alleging that those students suffered from discrimination because of the failure to provide special instruction for them, according to the 1970 decision of the Office of Civil Rights. The suit was decided in favor of the plaintiffs, but no specific remedies were mandated. The closest that the circuit court decision came to suggesting what action should be taken is found in the following quotation:

Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instruction to this group in Chinese is another. There may be others.²

After that decision, the Office of Civil Rights proposed guidelines, known as the *Lau* remedies, which seemed to make bilingual education mandatory. The guidelines, however, never became regulatory, although in some instances they were applied as if they had the force of the law. In December, 1980, the U.S. Department of Education clarified the controversy in a letter to public school administrators of Fairfax County.³ It recognized that Fairfax was

¹ *Lau vs. Nichols*, *Certiorari to the United States Court of Appeals for the Ninth Circuit* - no. 72-8520, Argued December 10, 1973—Decided January 21, 1974.

² *Federal Register*, Vol. 45, No. 152, Tuesday, August 5, 1980, p. 52054.

³ Copy of letter from Antonio J. Califa to Linton Deck, December 1980.

demonstrating compliance with Title VI of the Civil Rights Act of 1964 by means of its extensive program of English as a Second Language. This decision did not relax the requirements for providing special assistance to LEP students, but it did clearly recognize that there was more than one way of doing so.

On February 6, 1981, Virginia's Superintendent of Public Instruction issued a memorandum to local superintendents affirming the responsibility of localities to provide help for LEP students. The critical passages of the memorandum appear below:

It is important . . . for all local school divisions to respond to the needs of limited English proficiency students even though the number of students may be small. These should be identified, appropriate teaching personnel designated, and a program designed to provide instruction for them. Evidence must be available to show that these pupils are progressing as they should.

A variety of programs in Virginia serve the needs of limited English proficiency students . . .

English as a Second Language and bilingual education are among the approaches that you might consider, depending on your local circumstances . . .

Virginia school districts seem to be well aware of their legal responsibilities to LEP students. Except for small amounts of money for Indochinese Refugee Assistance and a federally assisted bilingual education project in one county, all of the responsibility has been assumed locally with financial support coming from routine local and state sources. In two counties, English as a Second Language is annually a multimillion dollar aspect of the curriculum.

IDENTIFICATION, PLACEMENT, AND ORIENTATION OF STUDENTS

The identification of students might seem to be a simple process and placement a matter of course; but identification varies in complexity, and placement is almost always a matter of judgment based on the best available evidence.

Identification

Each school division should have a system for receiving LEP students. In smaller divisions this may be handled by a principal, assistant principal, or guidance counselor. Larger divisions have formal "intake" centers where LEP students are received by experienced personnel who examine students' records, conduct bilingual interviews, and test and place the students in the school. In any case, the use of a language identification form is helpful. (See Appendix 3.)

Each school division should conduct an annual

survey to determine how many LEP students are enrolled. Such a survey is especially needed in medium-sized divisions in which a few LEP students are located in a number of schools. In such divisions, identification may determine the feasibility of providing a formal program of English as a Second Language by means of a cluster or center approach in which students are brought together for part of a day for classroom instruction in ESL.

The following information should be requested from each LEP student:

Proof of residence—lease agreement, property title, rental receipt, driver's license, car registration, etc.

Passport, birth certificate, or Immigration and Naturalization Service (INS) Form I-94 (for refugees) to certify birth date

Previous school records, if available; oral declaration for students without records

Yellow international health cards, or records from refugee camps, private doctors or health services

Guardianship or custody papers—If a child is

in the custody of guardians other than parents, guardians should be urged to obtain legal papers if they do not have them. Legal guardianship is attested to by a document notarized or legalized in the child's country of origin or in the United States, and signed by the natural parents with approval of the court. If the child makes an I-20 (INS) application, legal guardianship is then required.⁴

In Virginia, children of school age are entitled to attend public schools in the county, city, or town of residence (see Appendix A). Practices vary within the state concerning documents that are required for admission to school.

Bilingual assistance, if necessary and available, should be provided to help the student complete school admission forms and to understand school rules and procedures.

The range of the English proficiency of LEP students is wide. One county has devised a system of categorizing students for placement which may be helpful to other school divisions:⁵

Category A Students

The students have little or no proficiency in English and need intensive ESL instruction.

Listening Comprehension

Students understand simple, short utterances. They often ask speakers to repeat words, phrases, and sentences.

Speaking

Grammar and Word Order

Students use patterned expressions when they speak. Although their control of grammar and word order is limited, they may experiment with basic sentence patterns and some language generalizations. During discussions with teachers and classmates, they may inadvertently convey wrong information.

Vocabulary

The vocabulary which students use is adequate for simple conversations and classroom routines.

Pronunciation

Students have a noticeable accent which affects stress, intonation, and the pronunciation of vowel and consonant sounds. They must learn to pronounce sounds which do not exist in their native languages.

Listeners often ask them to repeat words and sentences.

PRONUNCIATION IS NOT A FACTOR IN DETERMINING PROFICIENCY LEVELS SINCE IT OFTEN DEPENDS ON THE AGE WHEN A STUDENT BEGINS TO LEARN ENGLISH.

⁴ Manual for Administrators Working with Students of Limited English Proficiency, Arlington Public Schools, ESOL/Bilingual Office, 1980, p. 1

⁵ Materials from the English as a Second Language Program Office, Fairfax County Public Schools, Fairfax County, Virginia.

Fluency

The fluency with which students speak is uneven. Except for expressions they have memorized, their speech is marked by hesitations and repetitions.

Reading

Students require directed instruction tailored to meet individual needs. For older students, competence in reading is sometimes transferred from the native language to English.

ESL STUDENTS IN GRADES 1-6 ARE READY FOR BASAL READING GROUPS AFTER MASTERING APPROPRIATE GRAMMATICAL PATTERNS, VOCABULARY, AND READINESS SKILLS. ACQUISITION OF A LARGE SIGHT VOCABULARY SHOULD BE EMPHASIZED AT LEVEL A.

Writing

Guided composition techniques, such as simple cloze procedures (described in this publication in the section on "Teacher-made Tests"), are appropriate for beginning students. Soon they can write short, complete sentences and brief stories.

Category B₁ Students

The students have limited proficiency in understanding and speaking English; the students have little or no proficiency in reading and writing English. Intensive ESL instruction is needed.

Listening Comprehension

Students generally understand non-technical speech, including conversation with teachers and classmates. Since they sometimes misinterpret statements, native speakers of English must adjust their vocabulary and rate of speech.

Speaking

Grammar and Word Order

Students have a fair command of basic sentence patterns. They avoid constructions which demand more control of grammar and word order. They also begin to overgeneralize.

Vocabulary

The vocabulary which students use is adequate for social conversations, but not for successful participation in content subjects.

Pronunciation

Although students may have a noticeable accent, their pronunciation is understandable.

Fluency

Students' fluency is smooth, although the length of their utterances is slightly limited by difficulties with English. Their speech may be marked by restatements, repetitions, and hesitations.

Reading

Reading skills improve and students profit greatly from inclusion in basal reading groups. Although students may now prepare some assignments independently, their performance in content area classes is usually inadequate.

Writing

Students use more complex sentence structures in their writing. The introduction of many irregular word forms adds to the difficulty, and students will need assistance with them.

Category B₂ Students

The students are fairly proficient in understanding and speaking English. The students have limited skill in reading and writing. They participate successfully in the regular classroom if instruction in reading and writing is provided.

Listening Comprehension

Students understand speeches made by peers, undistorted radio or television broadcasts, telephone conversations, and English speakers.

Speaking

Grammar and Word Order

Students have good control of most basic syntactic patterns and usually convey meaning accurately in reasonably complex sentences. They may use some idiomatic expressions. Their speech may include errors which do not interfere with communication.

Vocabulary

Vocabulary is adequate for participation in general conversations and classroom discussions. It may need still further development in content areas.

Pronunciation

Pronunciation is understandable, although students may still have noticeable accents.

Fluency

Delivery and sentence length are similar to those of a native speaker. False patterns, such as hesitation, may appear during stress.

Reading

Although skill in reading improves, students do not necessarily read at grade level. Sometimes reading improvement is not immediately apparent because of the increasing complexity of content materials.

Writing

Students use complex sentence patterns, including difficult grammatical structures. They also experiment with idioms and language patterns found only in English.

Category C Students

Students classed as Category C are considered proficient in English and do not need ESL instruction.

Listening Comprehension

Students understand conversations with native speakers of English, lectures by teachers, and English presented through media.

Speaking

Grammar and Word Order

Students show mastery of syntactic patterns, convey meaning accurately in complex sentences, and use idiomatic expressions appropriately.

Vocabulary

Students' vocabulary development permits them to participate in conversations and discussions.

Pronunciation

Pronunciation is understandable, although students may have an accent.

Fluency

Delivery and sentence length are similar to those of native English-speaking peers.

Reading

Students' reading skills are commensurate with ability. Their comprehension may be affected by lack of background in the subject, but not by their lack of skill.

Writing

Students show mastery of English sentence patterns, punctuation, and usage appropriate to grade level.

Steps must be taken to determine the English proficiency of the student. The first step probably will be an oral interview. The second is to have the student complete a language identification form (See sample, Appendix B). If it then appears that the

student may need special instruction in ESL, a battery of tests covering listening, speaking, reading, and writing should be administered.

Although there is a scarcity of published proficiency and placement tests, many tests not

specifically designed for ESL can be used effectively for student assessment. Consideration should be given to the following:

Bilingual Syntax Measure, Harcourt, Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

This test, available in English and Spanish versions, was designed to measure children's proficiency in oral language. The English version indicates the student's command of syntactical structures from levels one through five. In level one, the student neither understands nor is able to respond to the test questions; in level five, the student is fully as proficient as his native peers.

Among the grammatical structures measured are plurals, progressive, past (including some irregulars), conditional, third-person present indicative, and pronouns.

Use of English and Spanish versions of the BSM determines the student's dominant language. A Korean version should be available soon.

Although the test was designed for students in grades K-2, it has been used effectively to provide information suitable for proficiency and placement throughout the elementary grades.

Test for Auditory Comprehension of Language, Learning Concepts, 2501 North Lamar, Austin, Texas 78705.

The TACL (English and Spanish versions) was designed to test individual students' auditory comprehension of language structure and syntax and to be used diagnostically to identify specific linguistic difficulties. Subscores are yielded from 101 items according to structure in vocabulary, morphology, and syntax. Like the BSM, the test was normed on preschool and primary students, but it has proven to be an excellent diagnostic and assessment instrument of LEP students through grade 12.

Orientation in American English Placement and Proficiency Test, Institute of Modern Languages, 2622 Pittman Drive, Silver Spring, Maryland 20910.

The test battery for secondary and adult students includes oral, written, and reading tests. The oral and written sections are useful instruments for assessing students' oral and written proficiency. Most of the comprehension questions in the reading section tend to require only the recall of facts, while others can be answered by matching words in the test item with the text.

Botel Reading Inventory, Follett Publishing Company, 1010 Washington Blvd., Chicago, Illinois 60607.

The battery includes the Decoding Test which measures competency in decoding skills through grade 7, Spelling Placement Test through grade 4, and the Word Opposites Test through senior high

school. Word opposites tests are recognized by reading specialists as assessment instruments for measuring reading comprehension. The Botel Word Opposites is well known as a useful and reliable test which is quick and easy to administer and to score.

Slosson Oral Reading Test, Slosson Educational Publications, Inc., 140 Pine Street, East Aurora, New York 14052.

This is an individual test of a student's ability to recognize words. It takes about three minutes to give and yields grade level scores from primary school through high school.

Michigan Oral Language Production Test, Modern Language Association, Publications Center, 62 Fifth Avenue, New York, New York 10011.

This test was designed to test young students' (age 4-6 years) ability to produce standard English grammatical patterns and their pronunciation. It is intended for speakers of English as a Second Language and for speakers of nonstandard English dialects. Students complete statements begun by the examiner who uses pictures as stimuli, answer questions about the pictures and ask questions when instructed to by the examiner.

Michigan Test of English Language Proficiency, Follett's Michigan Bookstore, 322 South State St., Ann Arbor, Michigan 48108.

This test is designed for ninth-grade students through adult learners. It consists of three parts: grammar, vocabulary and reading comprehension. It can be used diagnostically for placement or as a post-test to see how much the student has learned. It consists of 100 items (40 grammar, 40 vocabulary, and 20 reading comprehension).

MAT-SEA-CAL Oral Proficiency Tests, The Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D. C. 20007.

The test is designed to 1) determine the child's ability to understand and produce distinctive characteristics of spoken English, express known cognitive concepts and to handle learning tasks in English and 2) to provide placement and instructional recommendations with respect to alternate programs such as English or bilingual education. It consists of three parts: listening comprehension which is group administered, and parts 2 and 3 which are individually administered and which test sentence repetition and structured response. It uses visual aids as well as tape-recorded stimuli. It is for grades K-4 and takes 25-40 minutes to administer.

English Language Structure Tests, Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969.

This battery is composed of six tests on English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms for each test are available. It is for grades 7 through adult education, is administered to individuals, and requires 30 minutes.

Tests of General Ability (TOGA), Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

This test is for grades K-12 and requires approximately 45 minutes to administer to groups. It provides a nonverbal measure of general intelligence and basic learning ability. The scores reflect ability independent of school-acquired skills and thus are particularly appropriate for students with different cultural backgrounds.

Language Assessment Scales, DeAvila, Duncan and Associates, P. O. Box 770, Larkspur, California 94939.

This test is available for two different age groups: level 1, grades K-5 and level 2, grades 6 and above. It tests perception and pronunciation of English sounds, vocabulary, sentence comprehension, and oral production. Students identify pairs of words presented orally as being the same or different, name objects represented in pictures, repeat words and identify pictures corresponding to sentences presented orally, and paraphrase orally a story describing a series of pictures.

Moreno Oral English Proficiency Placement Test, Moreno Educational Company, 7050 Belle Glade Lane, San Diego, California 92119

This test is for ages 4 through adult. It measures overall English proficiency and is useful for placement. Students answer questions proposed by the examiner, repeat what the examiner says, and ask questions when instructed to do so.

Marysville Test of Language Dominance, Marysville Reading-Learning Center, Marysville Joint Unified School District, 1919 B St., Marysville, California 95901.

This test is for grades K-5. It is designed to measure listening comprehension, speaking, reading, writing, and cultural variables. Students perform activities directed by the examiner, answer personal questions, and perform a verbal task.

The John Test, Language Innovations, Inc., 200 West 72nd Street, Suite 67-A, New York, New York 10023.

This is a quick placement, oral-aural test which requires about five minutes per student to administer. Students look at pictures of John and answer questions about his actions.

Short Test of Linguistic Skills, Department of Research and Evaluation, Chicago Board of Education,

Room 215, 2021 N. Burling Street, Chicago, Illinois 60641.

Designed for students 8-13 years old, this test measures listening, reading, writing, and speaking. Students choose words spoken by the examiner from a written, multiple-choice list; write words, phrases, and sentences from dictation; and answer "yes" and "no" questions. For speaking they answer personal and general questions and describe objects and activities, answer questions about Chicago, and describe a picture in five complete sentences.

Brigance Inventory of Basic Skills, Curriculum Associates, Inc., 94 Bridge Street, Newton, Massachusetts 02158.

This inventory permits quick evaluation of necessary skills in math, spelling, language arts, and reading. Particularly helpful is the vocabulary section which includes classification, analogies, and word opposites. Although the tests were designed to yield grade-level scores through grade 7, the battery has been equally useful for secondary LEP students.

Teacher-Made Tests

Teachers should "try books on for fit" before placing a student in basal reading, social studies, or science and health materials. Even though a student is able to pronounce the words, the material may be too difficult to understand.

One method of determining appropriate placement is an informal reading inventory. The student is asked to read a selection of 100-200 words and is asked questions to determine whether he understands what he has read or, better yet, is asked to retell the selection. The teacher should be careful not to deflate reading placement because of the student's miscues in pronunciation or inflection.

Another method of determining appropriateness of materials is to use a cloze test. The student is given a 100-word selection with every fifth or seventh word deleted. Proper nouns and the first word in a sentence are never deleted. The student is to fill in the blanks with appropriate words. If the student can fill in the blanks with 40 to 50 percent accuracy, the materials are suitable for instruction.

For students with very limited English proficiency, teachers should determine the answers to the following questions:

1. Can the student recite the alphabet?
2. Can the student identify the letters out of sequence? (Point to the "T," point to the "L." What is this letter?)
3. Can the student identify upper and lower case letters?
4. Does the student understand the

sound/symbol relationship in English?
(What letter do you hear at the beginning of
"mother," at the end of "cat?")

5. Can the student count? Can he/she recognize and read Arabic numerals?

Placement

All of the above information will help to determine the grade level or subjects into which the LEP students will be placed.

Students who are not more than 14 years of age and who have had little schooling and are behind their age group should be kept within one year of the chronological age group and should be helped as much as possible in the regular instructional program. Experience has shown that LEP students are generally as mature or more so than their American peers and many problems result if they are placed with younger children.

Students who are more than 14 years of age should be placed in the appropriate grade according to the school records presented at the time of enrollment. In the absence of transcripts, such students generally should be placed in grade 9 and required to accumulate all credits required for graduation in Virginia. If transcripts become available after initial entry and placement and different placement is indicated, adjustments should then be made.

The *Country Index* is useful in evaluating secondary academic credentials for other countries, although it is sometimes erroneous because of changes occurring in the educational systems of the countries included.*

Sometimes very ambiguous information is provided concerning courses studied by students—for example "Math 4." As much supplementary information as possible should be secured from the student, parent, or guardian. School officials often need to ascertain the number of hours of instruction in a specific course and award credit accordingly.

Refugee students generally are unable to obtain transcripts. Their placement should be based on information pertaining to previous schooling provided by the student, parent, custodian, or guardian. Adjustments sometimes have to be made after the students have spent some time in class.

Orientation

Many steps may be taken to make the orientation of LEP students to the school system and to the American culture a pleasant experience. One local ESL manual offers the following suggestions:

*Theodore Sharp, Inez Sepmeyer, and Martena Sasnett, *The Country Index* (International Educational Research Foundation, Inc.), available from Severy Publishing, 208 N. Champion Place, Alhambra, California, 91801.

- Provide the student with information concerning:

- The school schedule
- Bus routes and schedules
- Restroom facilities
- Snow or emergency closings
- Graduation requirements
- Standardized tests
- Absentee excuses
- Library usage
- Fire drills
- Report card system
- Parent conference opportunities
- Guidance office assistance
- Emergency passes from class
- Extracurricular activities
- Lunch (and breakfast, if applicable) system
- Book acquisition system

- Provide each new LEP student with a buddy. Pick a student for this assignment who has an outgoing personality and who gets along well with others. The purpose is to make a special effort to help the student feel welcome and at home. The buddy can also help provide much of the orientation.
- Learn to use and pronounce the students' names correctly. Do not use nicknames, unless requested to do so. Do not change or translate names unless the student takes the initiative. The surnames are not necessarily the last names in every language, and the teachers and administrators must learn to distinguish between the given names and surnames.
- Speak to the student clearly and distinctly, but do not "talk down" by speaking too slowly or using an abnormal tone of voice.
- Introduce the LEP student to his/her classmates.
- If speaking skills are deficient, work first on basic communication needs such as those associated with the above list of informative items and the following:

- Personal identification, greeting, address, age
- School environment and curriculum
- Family
- Food
- Clothing; include colors
- Home and furniture
- Body parts
- Money
- Weather
- Animals
- Time, weekdays, months, seasons

- Encourage the student to use English
- Provide a quiet time each day to reduce the pressure on LEP students who are not very advanced in their English skills. A reading or browsing period in the library provides a good break.
- LEP students have much to contribute to American students. Encourage students to share their ex-

periences and to teach a few words of their native language to their American classmates.⁷

- If possible, provide orientation handbooks translated to the major languages for nonnative English speakers. (Arlington Public Schools Guide for Non-Native Speakers of English translated to Spanish, Vietnamese, Korean, Lao, and Farsi are available as models. The table of contents includes: (a) entrance requirements, (b) procedures for enrolling, (c) the secondary school guidance office—placing and scheduling students, requirements for high school graduation—, (d) transfer and withdrawals, general school information.)
- Conduct orientation sessions in the native language if possible.

ORGANIZING FOR INSTRUCTION

It is difficult from a statewide perspective to suggest methods for providing special English instruction for LEP students because their numbers vary from only a few students in some school divisions to several thousand in others. Obviously in such conditions, the most effective decisions concerning the organization of the instructional programs are made locally. It should prove useful, however, for the decision makers to know the alternatives that are available to them.

Rarely is ESL a full-day program. Usually LEP students are engaged in part of the instructional program that is provided for other students. Generally, the first experiences of LEP students with regular instruction should be in classes (physical education, mathematics, art, etc.) that are not conceptually or culturally different from their own experiences.

At least two hours of special instruction in English should be provided daily for beginning and intermediate students.

Whatever organizational pattern is chosen, ESL instruction should be directly related to the content of other instruction, i.e., math, science, language arts, etc. More collaboration and counseling is needed between the instructional staff of the ESL program and the regular program.

Also, persons with extensive experience in English as a Second Language and bilingual education emphasize the importance of establishing the objectives for what is to be accomplished. Even if a very few students are involved, this step should not be overlooked.

A Tutorial Approach

If only a few students are present, it is usually not

feasible to offer anything more than tutorial instruction. More will be said about the instructional personnel later in this document; however, elementary classroom teachers or teachers of foreign languages, English, or reading are usually chosen to provide instruction. Volunteer personnel, working under the direction of a professional employee, may be used to extend the services.

Any teacher used for tutoring ESL students should not be expected to provide this service as an extra responsibility to an already full-time job without appropriate adjustments being made in his/her schedule.

Often a tutor can serve more than one student at a time without difficulty.

A Cluster Approach

In some school divisions, a number of students are scattered among different schools and grade levels. A cluster or center approach is recommended in such instances. Students are brought together for part of a day for classroom instruction in ESL. They are usually grouped by age or grade level, for example students in K-3 or 9-12. Often, such students can be transported in buses used to carry special or vocational education students. This organizational pattern is in operation in several Virginia school divisions.

Classroom ESL Instruction in the Home School of the Students

Sometimes there are enough LEP students in a school to warrant one or more sections or classes of ESL instruction. Emphasis should be placed on the development of aural comprehension, oral production, and beginning reading and writing experiences in English.

High Intensity Language Training (HILT)

HILT is designed for large numbers of students who know little English. It involves intensive instruction, usually of at least 3 hours per day. HILT programs are usually cluster- or center-based because they cater to students who are in greatest need and who, as soon as they are able, are returned to regular, classroom ESL instruction and some routine academic classes such as mathematics and physical education. They are also usually found in school divisions with large LEP populations where there is a constant flow of new students replacing the HILT students. The methodology and materials may not differ from those used in any other ESL instruction, but the intensity of instruction is greater and the time span is longer. Students enrolled in HILT programs also learn to use vocabulary and to understand important concepts in certain subject areas.

⁷(ESL) English as a Second Language Program Guidelines, Virginia Beach City Public Schools, Department of Instructional Services, 1978.

Bilingual education

In some sections of the country there are enough students of the more populous language groups to offer bilingual education. In such instances the program is almost always organized in a center or cluster approach. Bilingual education usually is provided concurrently with an ESL program which accommodates the students of other languages not included in the bilingual education program. ESL is a component of bilingual education.

Little bilingual education is offered in Virginia schools because the state has many students who speak many languages; only rarely are there large concentrations of one linguistic group.

CURRICULUM AND INSTRUCTIONAL METHODOLOGY

Books have been written on the total scope of curriculum and methodology for working with LEP students, and they are referenced in the bibliography following the section on personnel.

The purposes of this section of this book are to provide basic guidance in methodology for the administrators and instructional personnel for dealing with LEP students and to direct them to other, more comprehensive, resources.

Teachers need to define objectives for their students in various levels of ESL classes. Different objectives are needed for primary, upper elementary, and secondary students. However, the objectives should include the English skills needed to meet each of the state-established minimum learning standards for these grade levels (Virginia Basic Skills).

When instructing LEP students comprehension is important and teachers should speak distinctly; avoid idioms and slang expressions that may not be understood; repeat strategic information; express statements, especially concepts, in different ways; and use gestures and facial expression to support verbal meaning. (Idioms and slang, however, may be taught deliberately, if not overdone, as students become more proficient in the language.)

The teacher of ESL or bilingual students must take a very different approach from that of an English or language arts teacher of native American students who already comprehend and speak English. LEP students may not possess any or many of the skills needed to read and write English. Generally, the teacher of LEP students has to devote more time to teaching listening and speaking than does the teacher of native American students. It is of little benefit to the teacher to attempt to develop skills in reading and writing if the student does not possess listening comprehension and speaking ability. The order of skill presentation should be listening, speaking, reading, and writing; adjustments may have to be made in the approach, however, if a student demonstrates exceptional proficiencies in any of the skills.

Oral correction is a matter of particular delicacy. In general, speaking errors must be corrected, but there are times when the lesser ones have to be overlooked. If too many corrections are made, students may become inhibited and unwilling to express themselves. Furthermore, students should not be interrupted and corrected while they are speaking because it breaks their train of thought. This does not mean, however, that the teacher should hesitate to assist a student who needs help by providing a missing word or by aiding in pronunciation. (The teacher should always weigh the alternatives to decide whether interruption will help or hinder.) When a teacher corrects an oral answer, the student should be asked to respond again to practice the correction. The student should be left with the memory of the correction rather than the error.

In introducing new written or oral material, some guidance should be provided for the students. Sometimes key vocabulary items need to be extracted and taught in advance. Also helpful is a set of questions or a brief outline. Sometimes concepts need to be taught in advance.

A variety of methods and materials always should be at the disposal of the teacher. If one does not work, another can be tried. Visual aids often can help students understand the material more rapidly. Audio aids can be used to reinforce the teacher or to provide additional practice.

Text material can be simplified to facilitate comprehension. Since peer teaching is an excellent approach for the ESL or bilingual classroom, other students can be engaged in this process. Either a native student or a more proficient LEP student can be asked to prepare the simplified text material and may also be called upon to assist the less proficient student in using it. There are obviously many other ways in which peer teachers may be used effectively, and the teacher should employ them to the fullest.

A single introduction of material is usually not sufficient. The introduction should be repeated, in varying ways for reinforcement.

LEP students should be acquiring both knowledge and skill. To develop skill they must be involved actively in using the language. It is not enough to tell them about the language. Many participating activities must be designed for them.

According to the Georgetown University Bilingual Education Service Center, an American kindergarten child understands about 15,000 words upon entering school. The Center also has noted that the LEP student of any age may not understand any words and may be particularly weak in the following areas:

1. **Names** - Pronunciation and spelling of English names are foreign to him or her. They are difficult to remember, whether the student hears them or sees them in writing.

2. **Family and Home** - Language experience books featuring family events don't have the same role for the LEP student that they have for other students. Since the LEP student speaks another language at home, he/she has much less need for the words which are most familiar to English-speaking children.
3. **Food** - At home, the LEP student will use words from his/her own language for mealtime conversation. At school there is not much opportunity to talk about food.
4. **Holidays** - The LEP student's holidays are different from ours. The holiday vocabulary is specialized and used only once a year.

The following are helpful suggestions offered by the Georgetown University Bilingual Education Service Center for teaching reading:

DON'TS

1. Don't teach individual words out of context or use flashcards—prepositions, adverbs, or any other single words. The native speaker relates these to a meaningful situation, but the limited English speaker isn't able to do so.
2. Don't dwell on a phonics approach to reading. Let the student practice whole sentences he/she will use in everyday life. Start with sentences; then go to individual words for phonic contrasts.
3. Don't isolate sounds from the words.
4. Don't worry about teaching the alphabet; it won't help in teaching reading. The classroom teacher might require it, but not for reading.
5. Don't ask a student to read aloud for purposes of testing comprehension. To do so may cause the student to become a word reader and not to concentrate on meaning. When a child is forced to read aloud, his only thoughts are on pronunciation and on what peers are thinking of the pronunciation.
6. Don't place the student in a low-ability group simply because of his/her inability to function in English. The student will be stimulated by those who can advance more rapidly and who can help him/her.

TEACHING MATERIALS AND RESOURCES

It is impractical to list details about texts and other teaching materials in a publication of this nature because of the constant changes that occur in their availability. The following list of materials and human resources may be of assistance in conducting bilingual education or ESL programs:

National Clearinghouse for
Bilingual Education
300 Wilson Blvd., Suite B2-11
Rosslyn, Virginia 22209
(703) 522-0710

7. Don't introduce a student to words he/she does not use orally.
8. Don't start the student in traditional beginner reading books written for native speakers of the language. The vocabulary and structure are too broad for non-English speakers.
9. Don't rely on word recognition tests (WRAT) for placement in reading levels. Pronunciation problems for nonnative English speakers will interfere with results. Correct pronunciation does not necessarily mean comprehension, especially for nonnative English speakers.

DO'S

1. Do emphasize letter-sound relationships instead of letter-name relationships.
2. Do encourage peer teaching.
3. Do give the ESL student ample opportunity to read long articles and books instead of just short passages requiring concentrated study. Choose material for the student to enjoy, or better yet, let the student choose it.
4. Do start the student reading structures and vocabulary encountered orally. Move the student into phrase and sentence reading rapidly. Much later, introduce new words into the reading passages.
5. Do have the student read whole phrases and sentences—not individual words.
6. Do provide more than the usual exposure to native English speech. Listening is important because the student imitates what he/she hears. Make use of records and story telling daily.
7. Do remember that what determines the difficulty of a passage is not mainly vocabulary but complexity of structures.
8. Do encourage the student to choose reading material similar to what is needed in subject-area courses.
9. Do make up your own practice items for reading; most commercially-prepared ones are geared to native English speakers who have a different and more extensive vocabulary. As the student progresses, he/she can move into less structurally controlled passages.

The NCBE is the national information center for bilingual education and ESL. Its primary purpose is to answer questions—from teachers, students, project directors, administrators, researchers—anyone who has an interest in bilingual education

The Orientation Resource Center
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

Hotline - (800) 424-3701

Local - (202) 298-9292

American Public Welfare Association
1125 Fifteenth Street, N.W.
Suite 300
Washington, D.C. 20005
(202) 293-7550

Metropolitan D.C. Coalition
for Refugee Resettlement
1025 15th Street, N.W.
Suite 800
Washington, D.C. 20005
(202) 347-8903

and/or ESL. All activities are designed to assist the individual who wants to know more about these subjects.

NCBE identifies and maintains current information about organizations which are involved in bilingual education and ESL, including government agencies, Title VII projects, publishers, professional organizations, and other information clearing-houses. Limited on-line search services are available free of charge.

Information packets are available (bilingual education, English as a Second Language and other materials) for the following language groups: Vietnamese, Cambodian, Hmong, Laotian, Chinese, Korean, Yao or Mien, Japanese, and Spanish.

The objectives of the ORC, which is funded by a grant from the Office of Refugee Resettlement (DHHS), are to:

- establish, strengthen, and maintain communication channels with both private and public agencies working to resettle refugees;
- establish a toll-free hotline to provide immediate orientation information in the principal Indochinese languages and English;
- collect and analyze orientation information, materials and programs;
- write and disseminate culturally appropriate materials (in English and the principal Indochinese languages) for refugees, sponsors, and their communities;
- produce audio-visual materials to assist in cross-cultural training and orientation.

APWA publishes a biweekly newsletter, *Refugee Reports*, free of charge. The newsletter contains useful information on current issues dealing with Indochinese refugees on education, culture, social welfare programs, housing, and monthly statistical reports on the current Indochinese refugee population in the United States. It also gives information on bilingual education and English as a Second Language, specifically for the Indochinese refugee children.

A second publication of APWA is the *Journal of Refugee Resettlement* distributed quarterly and free of charge.

The purpose of the Coalition is to foster successful resettlement and adjustment of refugees in the D.C. metropolitan area through cooperative efforts of Coalition members, who include voluntary agencies (VOLAGS), public and private service providers to refugees and refugee self-help groups.

Some of the objectives are as follows:

- fostering better community relations to improve the community's ability to receive and resettle refugees;
- assisting local resettlement groups and projects;

Center for Applied Linguistics
3520 Prospect St., N.W.
Washington, D.C. 20007
(202) 347-3750

National Origin Desegregation
Assistance Center - D.C. Office
2727 29th Street, N.W.
Washington, D.C. 20008
(202) 265-3088

Virginia Association for
Bilingual Education
Department of Education
George Mason University
Fairfax, Virginia 22030
(703) 323-2691

Center for Bilingual/Multicultural
Teacher Preparation
Department of Education
George Mason University
4400 University Drive
Fairfax, Virginia 22030
(703) 323-2691

- maintaining liaison with relevant public and private agencies and state and local resettlement groups to promote the flow of accurate information and to facilitate information sharing;
- maintaining a central clearinghouse for information on refugee resettlement.

The national clearinghouse for languages and linguistics disseminates linguistic information. The ERIC Clearinghouse for Languages and Linguistics is housed in the CAL facility. Updated materials on English as a Second Language, language acquisition, bilingual education, etc. can be obtained from the Center.

The Center provides technical assistance to eligible school districts in the planning, adoption and implementation of national origin desegregation programs, policies and procedures. It also helps in coping with educational problems in order to assist local education agencies in providing an equal educational opportunity to national origin minority students. Technical assistance is provided free of charge to school districts in the following areas.

- Development, adoption and implementation of national origin desegregation plans;
- Identification and assessment of national origin minority students;
- Development of instructional programs for students;
- Involvement of students, parents and community in national origin minority desegregation;
- Recruitment and professional upgrading of national origin minority school district staffs;
- Development of procedures to prevent discrimination on the basis of national origin in public school employment practices;
- Identification and resolution of educational problems as a result of meeting Title VI requirements; and
- Educational needs associated with achievement testing of national origin students.

VABE recognizes, promotes and publicizes excellence and professional competence in Bilingual Education. VABE also recognizes that educational strategies and programs such as English as a Second Language, multicultural education, foreign language instruction and parental involvement need to be effectively implemented so as to guarantee a quality education for all students. VABE is available to assist in the improvement of educational programs throughout the State of Virginia and the Washington metropolitan area.

In order to meet a growing need for trained bilingual teachers in the linguistically and culturally heterogeneous public schools of Northern Virginia and Washington, George Mason University now offers an interdepartmental Bilingual Multicultural Teacher Preparation program. The aim of this program is to prepare bilingual teachers of traditional academic

Georgetown University Bilingual
Education Service Center
3520 Prospect Street, N.W.
Suite 376, D.C. Transit Building
Washington, D.C. 20007
(202) 625-3540

Committee of the Spanish-Speaking
Community of Virginia
2100 N. 14th Street
Arlington, Virginia 22201
(703) 558-2128

Korean-American Citizens' Council
of Virginia
Plaza Building, Room 516
4660 Kenmore Avenue
Alexandria, Virginia 22304
(703) 751-1502

Korean Information Office
1414 22nd Street, N.W., Suite 101
Washington, D.C. 20037
(202) 483-7388/296-4258

Action for Southeast Asians
3520 Prospect Street, N.W., Room 276
Washington, D.C. 20007
(202) 338-7454

subjects for service in multicultural and linguistically diverse classroom settings. The program is open to both graduate and undergraduate students and is housed in the Department of Education. Cooperating departments are Foreign Languages and Literatures and English, with course options also drawn from numerous other departments and subdivisions throughout the University. To serve the distinct needs of surrounding school districts, this program specializes in training Spanish, Korean, and Vietnamese bilingual educators.

Four graduate and two undergraduate degree programs are available to the student interested in bilingual/multicultural education. At the undergraduate level, students can specialize in bilingual/multicultural education while earning both a teaching certificate and a degree in elementary or secondary education. Graduate studies are available in the bilingual/multicultural education program for students who wish to pursue degrees in elementary education, secondary education, Spanish or English with a specialization in bilingual/ESL. A certificate program in the Teaching of English to Speakers of Other Languages (TESOL) is also available.

GU-BESC provides bilingual education program planning and development, instruction and training and evaluation and assessment. It provides these services by organizing and conducting seminars, workshops, institutes, conferences, and personal and group consultations and referrals and also by utilizing the extensive GU-BESC resource library. The center has access to various computerized data-based systems.

This office provides interpreters, transportation and advocacy services to all Spanish-speaking persons legally living in the state of Virginia. It also helps Spanish-speaking persons benefit from established programs such as classes in English and preparation for citizenship, and it develops and sponsors new programs. The organization has offices in Arlington, Fairfax, Alexandria, Norfolk, and Richmond.

The purpose of the council is to promote, sponsor, and encourage activities to help Korean-Americans to be in the mainstream and to help Americans of other ethnic backgrounds by providing educational, social, and cultural information.

KIO provides documentary films (16 mm) about Korea (history, culture, people, language arts, society, education, etc.) Two weeks' advance request is necessary.

This office provides in-service programs on cultural differences and problems which confront the refugees.

**The Foreign Language, English as a
Second Language, Bilingual Education
Service**

Virginia Department of Education
P.O. Box 6-Q
Richmond, Virginia 23216
(804) 225-2055

The Media Center
Virginia Department of Education
P.O. Box 6-Q
Richmond, Virginia 23216
(804) 225-2859

PERSONNEL FOR THE PROGRAM

It is essential that someone from the central school administrative office be in charge of the services offered to LEP students for each school division having them. This individual is preferably a specialist in ESL or bilingual education but may be a generalist if the program is a small one. The ultimate responsibilities of that person are to see that students are identified and that a program is provided for them. The identity of the person should be known to all personnel—classroom teachers, guidance counselors, and administrators—because these staff members may be the first to recognize the English limitations of LEP students.

The responsibilities for identifying LEP students are very different for school divisions having few LEP students from those with large numbers of them. Those having numbers of students are accustomed to working with them and usually have formal intake procedures. In the school divisions with smaller numbers of LEP students, the central office administrator must conduct a campaign among teachers and other administrators to assure that potential LEP students are identified and provided for. That person serves in a liaison role for all concerned with the ESL or bilingual program: students, teachers, administrators, parents, the school board, and the community.

Teachers should be selected, first of all, for their ability to communicate effectively with students and for being successful teachers. Preferably they would have had some experience studying a foreign language, for the methodology and psychology of learning English as a second language are similar to the experience of American natives in studying French or German. The teachers must know English

General information concerning programs in Virginia, federal program assistance, lists of teaching materials, and conferences and other inservice opportunities are available from the Department of Education. This service also stocks a number of helpful curricular publications, some of which are not copyrighted and which the Department of Education has permission to copy for other potential users. Needs should be expressed to the Foreign Language Service, and the staff will attempt to provide appropriate material.

The media center provides a display of teaching materials for ESL and bilingual education. Professional materials also are available.

well, enunciate distinctly, and communicate lucidly. Knowledge of the technology for teaching reading is helpful. The Center for Applied Linguistics proposes that the preparation of instructional personnel for LEP students develop:

- a) A thorough knowledge of the theory and practice of English as a Second Language and/or bilingual-bicultural education;
- b) A genuine concern for the education of students from different linguistic and cultural backgrounds;
- c) Awareness of the various cultures reflected in the languages of the limited-English-speaking students;
- d) A thorough knowledge of at least one language of the limited-English-speaking students, including adequate control of pronunciation, grammar, vocabulary, and the nonverbal aspects appropriate to the communication context;
- e) An understanding of the basic concepts regarding the nature of language; the nature of bilingualism and the process of becoming bilingual; the structural differences between students' primary language and English, recognizing areas of potential interference and positive transfer; and theories of first-and second-language acquisition;
- f) The ability to develop awareness in the learner of the values of cultural diversity; to assist students to interact successfully in a cross-cultural setting; to assist students to maintain and extend identification with the pride in their mother culture; to know the effect of different cultures on students' learning styles

(cognitive and affective) and on their general level of development and socialization;

- g) The ability to assist students to maintain and extend command of the primary language and English; and to pursue various teaching techniques chosen according to the needs of the students and demands of the subject matter;
- h) The ability to facilitate contacts and interaction between the student's home and the school.^a

Volunteers are often used effectively in both programs of meager and sizeable scope to supplement the professional staff. They should, of course, work under the direction of the professionals.

Several books which provide informative reading for those becoming acquainted with ESL or bilingual education are the following:

Finocchiaro, Mary, *English as a Second Language: From Theory to Practice*. New York: Regents, 1974.

Fries, Charles C., *Linguistics and Reading*. New York: Holt, Rinehart and Winston, Inc. 1963.

Thonis, Eleanor Wall, *Teaching Reading to Non-English Speakers*. New York: MacMillan Company. 1970.

Saville-Troike, Muriel, *Foundations for Teaching English as a Second Language*. Englewood Cliffs, New Jersey: Prentice-Hall. 1976.

Wardhaugh, Ronald, *Reading: A Linguistic Perspective*. New York: Harcourt, Brace and World, Inc. 1969.

Zintz, Miles V., *The Reading Process. The Teacher and the Learner*. Iowa: Wm. C. Brown Co. 1970.

EXIT CRITERIA (CHANGING FROM ESL OR BILINGUAL EDUCATION TO REGULAR INSTRUCTION)

The intent of ESL instruction is to teach LEP students sufficient English to enable them to participate fully in the instructional program of the school division. Instruction should be provided until a student is within one or two years of the achievement level of his/her native peers or until the school system has predictive data suggesting that the student will succeed in the mainstream with other students. Attainment of that goal may be measured by posttests of alternate forms or even the same entry-level tests, and/or by using SAT scores or other normed achievement tests. The judgment of teacher, counselor, or administrator, based on academic performance and cultural adjustment, is also valuable. Some of the more popular tests to help

determine when students are ready to be mainstreamed are described below:

California Achievement Tests, 1970 edition, CTB/McGraw Hill, Del Monte Research Park, Monterey, California 93940.

The complete battery on five levels (grades 1.5-12) includes subtests in reading, mathematics, and language available also as separate tests. The language subtest yields scores in listening (level 1.5-2 only), mechanics, usage, and structure with a total score, spelling and a total score. The reading subtest yields vocabulary, comprehension, and a total score. The emphasis of the test battery is on curriculum content.

The Metropolitan Reading Tests, 1970-71 edition, Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017.

Scores in word knowledge, reading, and total reading are available from three forms of the test. There are four levels: Primary 2, Elementary, Intermediate, and Advanced available for grades 2.5-9.5.

SRA Achievement Series, 1971-72, Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611.

Norms are available for grades 1-12. The Primary Edition includes subtests of arithmetic, language arts, and reading; and the Multi-level Edition includes mathematics, language arts, reading, and spelling. At all levels the reading tests yield comprehension and vocabulary scores as well as a total reading score, and the battery for grades 1 and 2 gives two additional subtest scores: verbal-pictorial association and language perception. These two subtests are excellent features of this particular battery. The language arts subtest of the Multilevel Edition includes scores for capitalization, punctuation, grammatical usage, spelling, and a total, with optional tests in work and study skills (references, charts, and total). Two forms of the test are available, and subtests are available as separate tests.

Basic Learning Tests, Testing Service, Division of Research, Evaluation, and Testing, Virginia Department of Education, P.O. Box 6-Q, Richmond, Virginia 23216.

The testing program for Basic Learning Skills assessed with criterion-referenced tests measures achievement in the state-adopted minimum BLS objectives in reading, mathematics, writing, listening, speaking and language usage for grades 1-6.

Two forms of each test are available. The Form A tests cover all of the objectives for a subject area (e.g. reading) and grade level in a single

^a Adapted from *Educating Nevada's Limited English Speaking Students*, Nevada Department of Education, Carson City, Nevada, 1977, p. 50.

booklet. Tests contain approximately 20 to 80 items. The Form B tests cover a single objective and, in general, contain six items printed on one sheet.

State Minimum Competency Tests, Testing Service, Division of Research, Evaluation and Testing, Virginia Department of Education, P.O. Box 6-Q, Richmond, Virginia 23216.

The minimum competency tests developed by Virginia and required for graduation assess minimum competencies in reading with subtests on following safety warnings, completing forms and applications, using reference sources, determining main ideas, and using documents. The tests are criterion-referenced measures designed to help teachers develop effective instructional sequences. A mathematics test is available.

Oral production tests are used by some localities to help determine whether students know enough English to be mainstreamed. Care must be exercised, however, to see that students also can read and write well enough to perform in other classes.

Forms are often used by localities to provide information relative to a LEP student's departure from the ESL or bilingual education program. Samples are included in the appendices.

CREDIT FOR ESL COURSES

Codes assigned to English as a Second Language courses at the secondary level are 5710, ESL I; 5720, ESL II; and 5730, ESL III. They are full one-unit courses, just like English grade 10, etc.

When the State first recognized these courses by codes and credits, it was decided that, at local discretion, the credit could be counted for one of several applications:

1. As an English requirement for graduation
2. As an English elective for graduation
3. As a foreign language elective for graduation

This is to permit the locality to make the best decisions for individual students. Many students who take ESL courses as electives do so concurrently with the regular English courses or before taking the regular English courses.

REQUIREMENTS FOR GRADUATION

Students with limited English proficiency must meet the same requirements for graduation that are set for other students—18 units of credit. Equivalent credit may be awarded for course work completed previously and verified by transcripts.

Refugee students, who generally are unable to obtain transcripts, may be awarded credit for completed course work based on information provided by the student, parent, legal custodian, or guardian. Sworn affidavits are sometimes required (see Appendix D).

LEP students, like all other students, must complete courses in Virginia and U.S. History and Virginia and U.S. Government. In addition, they must pass the minimum competency tests.

FINANCIAL ASSISTANCE FOR LEP STUDENTS

The availability and sources of funding to assist with special instruction for LEP students change frequently. No attempt has been made to provide specific information regarding funding in this publication. Inquiries should be directed to the Foreign Language, ESL and Bilingual Education Service of the State Department of Education, P.O. Box 6-Q, Richmond, Va. 23216, or to the Adult Education Service at the same address.

APPENDICES

Appendix A—Letter from Attorney General of Virginia to Delegate Mary Marshall regarding refugees' eligibility for tuition-free education.

COMMONWEALTH OF VIRGINIA
OFFICE OF
THE ATTORNEY GENERAL
RICHMOND 23213

September 5, 1979

The Honorable Mary A. Marshall
Member, House of Delegates
2256 R. Wakefield Street
Arlington, Virginia 22207

My dear Delegate Marshall:

You have asked whether refugee children from Southeast Asia are eligible for tuition-free education in Virginia public schools if they live with sponsors, rather than with their parents or other legal guardians.¹

The Virginia Constitution mandates a system of free public elementary and secondary education for "all children of school age throughout the Commonwealth. . . ." Article VIII, § 1. Each child is entitled to attend public school in the county, city or town of his residence. Section 22-218 of the Code of Virginia (1950), as amended.²

Whether a child is entitled to tuition-free education turns on his residence. If he is not a resident of Virginia, the school board must charge tuition for his public education. See § 22-220. If the child is a *bona fide* resident of the political subdivision, whether or not he lives with his parents or legal guardian, and if his residence was not contrived for the primary purpose of securing his attendance at that political subdivision's public school system, he is entitled to tuition-free education there. See Reports of the Attorney General (1954-1955) at 210; (1963-1964) at 262; (1972-1973) at 348; (1974-1975) at 378; (1976-1977) at 241.

Accordingly, refugee children who reside in a political subdivision will be entitled to tuition-free education there unless the residence is contrived for the primary purpose of securing education in its public schools.³

With kindest regards, I remain

Sincerely yours,
Marshall Coleman
Attorney General

¹ These refugee children—and their parents—have been admitted into the United States under the Immigration and Nationality Act of 1952, 8 U.S.C. § 1101. Section 1153(a)(7) thereof provides for conditional entry on immigrant visas to refugees who are fleeing from persecution on account of race, religion, political affiliation, or to avoid communist oppression. Such refugees may temporarily reside and may establish permanent residence in the United States. See 8 U.S.C. §§ 1153(g) and 1153(h).

² Section 22-218 of the Code provides:

"The public schools in each county, city and town operating as a separate school division shall be free to each person, who is not less than five years of age, having reached their fifth birthday on or before December thirty-first of the school year, and who has not reached twenty years of age, residing in such county, city or town when; . . . Every such person shall be deemed to reside in a county, city or town when: (1) He or she is living with a natural parent or parent by legal adoption who actually resides in such county, city or town, (2)

the parents of such person are dead and he or she is living with a person *in loco parentis* and who actually resides in such county, city or town, or (3) he or she is living with such parent or person on a military or naval reservation located wholly or partly within the geographical boundaries of such county, city or town."

School boards may also admit persons over the age of twenty who are residents of the locality. See § 22-218.3. School boards may also admit children of school age who are residents of Virginia, but not of that political subdivision. Because those children are residents of Virginia, the school boards have the discretion under certain circumstances to waive any tuition charge. See Report of the Attorney General (1975-1976) at 300. In addition, free education is available to any child who lives with a resident of that political subdivision where that resident provides for the care and support of the child, unless that child's residence there was contrived for the primary purpose of securing attendance at those schools.

¹ You also ask whether the citizenship or visa status of the child and/or his parent(s) affects eligibility for tuition-free education. They do not. See *Elkins v. Morene*, 435 U.S. 647 (1973).

**Appendix B--Sample form used to identify language of limited English proficiency students.
From Arlington County Schools.**

Arlington Public Schools (07-08062)
Language Identification Form

Forms available from ESOL/Bilingual Office

To be completed at registration for all incoming students

Name: _____ School: _____
Last First Middle

Date of entry to Arlington Public Schools: ____/____/____ Grade: ____
Month Day Year

1. What is the first language that the student learned to speak? _____
2. What language does the student speak most often outside of school? _____
3. What language do other people speak most often where the student lives? _____

Principal or designee: If response to AT LEAST two questions
is NOT English, student should be
referred for English language testing.

For students whose response to at least two questions is NOT English:

Student referred for English language testing? Yes _____ No _____

If no, give reason: _____

WHITE COPY -
School Office (hold for Civil
Rights Survey)

YELLOW COPY -
Grades K-6—ESOL Teacher
Grades 7-12—HILT Center
Wakefield

PINK COPY -
ESOL/Bilingual Office,
Ed. Center

Former School (if Arlington Public School) _____

ESOL Test Battery:

Oral		READING (secondary)		Recommendation	Placement
Raw Score	Converted Level	Raw Score	Converted Level		

Ravens (total) _____

Primary I/SRA/ITED: Reading Comprehension Vocabulary Math Computation
(Raw scores)

Student Number _____ Birthday ____/____/____ U.S. entry ____/____/____
Month Day Year Month Day Year

Years of Previous Schooling _____ Years of Previous English Training _____

RETURN TO ESOL/BILINGUAL OFFICE WHEN COMPLETED

**Appendix C—Form used for enrollment of students in bilingual education projects.
From Arlington County Schools.**

ARLINGTON

Resource Specialist/Assistant

**CHECK LIST FOR ENROLLMENT
TITLE VII BILINGUAL EDUCATION PROJECT
INTAKE CENTER**

Name of Student: _____

Date: _____ Last _____ First _____ Middle _____
Language: _____

Base School: _____ HILT Center: _____

THE CHECKED ITEMS HAVE BEEN COMPLETED:

- ☐ Proof of Residence: _____
- ☐ Custody or Guardianship Papers
(when applicable) _____
- ☐ Birthdate: _____
Birth Certificate: _____
Passport No. _____
I-94: _____
Country: _____
- ☐ Tuition Determination:
_____ No Tuition
_____ Tuition
- ☐ Intake Center Student Identification Card
- ☐ Bus Information (Secondary):
From Home _____
To HILT/HILTEX Center _____
- ☐ Memo to Base School

- ☐ 1. Request for Entrance (APS 07-08155)
- ☐ 2. Language Identification Form (07-0862)
- ☐ 3. Emergency Closing of School
(Elementary)
- ☐ 4. Permission to Release Information from
Cumulative Records
- ☐ 5. Nurse Emergency Card
- ☐ 6. Immunization Records (Started: _____)
- ☐ 7. Physical Examination (Elementary)
- ☐ 8. School Records:
Original Transcript _____
Transcript Evaluation Form _____
Informal Academic Background
Sheet _____
Request for Official Transcript _____
Previous Schooling (Elementary) _____
- ☐ 9. HILT Card
- ☐ 10. ESOL Placement _____
- ☐ 11. HILT/HILTEX Parent Permission
- ☐ 12. Native Language Testing (Elementary)
- ☐ 13. Extended Day Application (Elementary)
- ☐ 14. Free Lunch Application
- ☐ 15. Confirmation from Registrar

**RECOMMENDED
GRADE PLACEMENT**

COMMENTS: _____

**Appendix D—Sample form used to secure academic information from parents or guardians of students having no records.
From Fairfax County Public Schools.**

**DEPT. OF STUDENT SERVICES AND SPECIAL EDUCATION
OFFICE OF STUDENT SERVICES
CENTRAL REGISTRATION SECTION**

AFFIDAVIT

Before the undersigned authority personally appeared _____, who after first being duly sworn, disposes and says that he/she is the true parent or guardian of _____, whose past school records are unobtainable from native country, that he/she is familiar with the prior schooling of said child and to the best of his/her knowledge, the child has completed the following scholastic work, to wit: (see Attachment).

Taken, subscribed and sworn to before the undersigned authority this _____ day of _____, 19____.

Notary Public

My commission expires: _____
Date

**DEPT. OF STUDENT SERVICES AND SPECIAL EDUCATION
OFFICE OF STUDENT SERVICES
CENTRAL REGISTRATION SECTION**

Transcript Evaluation Form

Name of Student _____
Country _____ Native Language _____
Date of Birth _____ Grade _____ Year _____ Male _____ Female _____
School Attended _____
Address of School _____
Number of Grades Completed _____ Year of Completion _____
Transcript Translated By _____

Course Title	Original Grade	Weekly Hours Attended	Total Hours Per Year	U.S. Grade Equiv.	FCPS Grade Equiv.	Fairfax County Credit

Signature of Evaluator _____ Date _____

Scale	Equivalent
_____	A
_____	B
_____	C
_____	D
_____	F

**Appendix E—Form used for reporting limited English proficiency students.
From Virginia Beach Schools.**

ARROWHEAD ELEMENTARY SCHOOL

5549 Susquehanna Drive
Virginia Beach, Virginia 23462

Since certain federal and state funds are allocated on a per capita basis, it is most essential that the TESOL office be informed of all students who meet at least one of the following criteria:

1. whose first learned language is other than English
2. who speak a language other than English
3. in whose homes a language other than English is spoken

PROFICIENCY IN ENGLISH IS NOT A CRITERION FOR REPORTING STUDENTS.

Please List Students Below:

Language Spoken:

1. _____
2. _____
3. _____

Adults Speaking Language Other Than English:

Language Spoken:

1. _____
2. _____
3. _____

**Appendix F—Sample form for reporting entry or transfer of limited English proficiency students.
From Chesterfield Public Schools.**

**CHESTERFIELD
ESL 3**

TO: Jane J. Baskerville

FROM: _____
Principal

School

DATE: _____

SUBJECT: ESL Additions and Deletions

Last Name	First	Middle	Given American

Age	Sex	Grade Placement	

Country of Origin			Native Language

Alien Registration Number			Date Paroled Into U.S.

Date Enrolled At This School			

Comments:

_____ add to enrollment
_____ tutor needed
_____ delete from enrollment

Appendix G—Various classifications of alien status. From Manual for Administrators Working with Students of Limited English Proficiency, Arlington Public Schools, ESOL/Bilingual Office, 1980.

Visa Information

Citizenship or visa status of the student and/or the parent does not affect admission to the public schools if he/she meets admission requirements as specified in ASD 25-6.01, May 1980.

Visas

A visa is a stamped entry on a page of the passport which grants the non-immigrant the right to request admission to the U.S. under the conditions specified for the type of visa the bearer holds.

Clarification - Visa vs. Arrival-Departure Record

There is very often confusion between the term "visa," which gives a person permission to apply for entry to the U.S., and the terms "Arrival-Departure Record," "I-94," or "Permission to Stay." The latter terms refer to a person's *permission to remain in the U.S.* after having entered. A person's visa need not remain valid once it has been used to gain admission to the U.S. Permission to stay must be kept valid.

Alien Status

Immigrant—An immigrant is an alien who has been lawfully admitted for *permanent* residence in the U.S. In common usage, the word "immigrant" is interchanged with "permanent resident".

Nonimmigrant—A nonimmigrant is any alien whose reason for coming to the U.S. involves a *temporary* stay that will end when its purpose has been accomplished.

Parolee (Refugee)—A parolee (refugee) is any person who might be eligible for admission into the U.S. in any other way, such as the recent refugees from Vietnam and Cambodia. A parolee's length of stay is *indefinite*. He or she will be the holder of an INS Form I-94 stamped "PAROLEE" and may be a child of a person granted "Political Asylum" or "Refugee" status by the U.S. State Department (this is usually stamped in the passport).

**FORM 1-94 (ARRIVAL-DEPARTURE RECORD)
(PAROLE EDITION)**

Family Name (Capital Letters) DUMAS	First Name Keith	Middle Initial A	D-520
Country of Citizenship Jamaica	Passport or Alien Registration Number #15772		
United States Address (Number, Street, City and State) 727 West 11th Street, Indianapolis, Indiana			
Airline and Flight Number, Vessel, or Arrival BWIA #402	Passenger Boarded at Kingston Jamaica		
Number, Street, City, Province (State), and Country of Permanent Residence 16 Randwick Drive, Kingston, Jamaica (all 150 607)			
Month, Day and Year of Birth September 13, 1932	PAROLED PURSUANT TO SEC. 212 (d) (5) OF THE I & N ACT TO: November 20, 1980		
City, Province (State) and Country of Birth St. Ann, Jamaica	PURPOSE: 1st preference beneficiary		
Visa issued at (I-512)	(Port) HMM	(Date) 12/22/79	(Officer) JGH
Month, Day and Year Visa Issued			

SURRENDER THIS COPY WHEN LEAVING
THE UNITED STATES—SEE REVERSE
FORM
I-94

**Appendix H—A sample of what might be prepared for personnel receiving LEP students.
From Chesterfield Public Schools.**

AN ESL STUDENT ENTERS MY SCHOOL: What do I do?

From the desk of . . .

Jane J. Baskerville, ESL Resource Person

- I. Have a member of your staff assigned to be your school's ESL contact person. This contact person could:
 - A. Consult *The Glossary* and the *Country Index* to help determine the ESL student's last grade placement.
 - B. Administer the ESL Oral Assessment test (available through your Test Coordinator); have assessment data available for reading teacher, ESL tutor, English/language arts teachers, etc.
 - C. Become very familiar with the contents of the *Manual for Indochinese Refugee Education*. This manual (a copy will be in each school) addresses many of the needs of ALL ESL students, relates how the regular classroom teacher can extend regular activities to the ESL student, lists regular materials (such as *Peabody Language Development Kits*) which are already available in a school setting, addresses administrators' concerns, etc.
 - D. Help gather data for the principal for enrollment reports, etc. to Central Office. These enrollment reports are requested, generally, to provide information to the State for the Federal Government.
 - E. Contact the ESL Resource person who will:
 1. Help find a tutor for the student.
 2. Make accessible the ESL materials to be used.
 3. Coordinate with the ESL school contact.
 4. Help in whatever other capacity she can.
- II. Provide a room, a mailbox, multi-media equipment and instructional supplies for your tutor.
- III. Assure your tutor that he/she may express any concerns to you about the students.
- IV. Contact the ESL Resource person at any time on ESL matters of concern.

**Appendix I—A sample of what might be prepared for personnel receiving LEP students.
From Henrico County Public Schools.**



HENRICO COUNTY SCHOOLS

P. O. BOX 40

HIGHLAND SPRINGS, VA. 23075

GUIDE FOR THE ADMINISTRATOR — WHEN A NON-ENGLISH SPEAKING STUDENT ENTERS SCHOOL

I. Enrollment:

- Check to see if the student has a transcript and immunization records.
- In absence of a transcript, use the following guide:

Placement in grade:	If student is:	By:
6	11	Sept.30
7	12	Sept.30
8	13	Sept.30
9	14	Sept.30
9	15	Sept.30
9	16	Sept.30
9 or 10	17	Sept.30

- Advise student 18 or older to attend the adult learning center.
- If the student has adopted an American first name, be sure to have his legal name on file.
- Administer English language proficiency test to determine level of ability.

II. Evaluation of Courses and Credits:

- Consult the *Country Index* (International Research Foundation, Inc. Alhambra, California 91801). This is a guide to the evaluation of secondary credentials from other countries.
- Do not give credit for work completed in the 8th grade.
- Award equivalent credit in grades 9-12 based on the student's transcript, etc. for course work completed in his country as it is comparable in your system.
- Award regular English credit for English courses successfully completed in the student's country.
- Require Va. and U.S. History and Va. and U.S. Government.

III. Courses the First Year:

- Middle School — ESL #5705
- High School — ESL #5710 (#5720 & #5730 follow)
- Select from:

Math, art, chorus, physical education, home economics, industrial arts, foreign language (if student is acquainted with language)

- Do not place student in an advanced English or history class as a listening member. He will try to do assignments even though he is told not to and he will become frustrated.

**Appendix J—Form used to report progress of limited English proficiency students.
From Chesterfield County Schools.**



CHESTERFIELD COUNTY PUBLIC SCHOOLS

CHESTERFIELD, VIRGINIA 23832—(804) 748-1405

Dr. Howard O. Sullins, Division Superintendent

Secondary Schools and Special Services

ESL PROGRESS REPORT

TO: _____
Principal

FROM: _____
ESL Tutor

DATE: _____

STUDENT'S NAME

COUNTRY OF ORIGIN

NATIVE LANGUAGE

SCHOOL

GRADE

GRADING PERIOD

MATERIALS USED

PROGRESS REPORT

LISTENING _____

SPEAKING _____

READING _____

WRITING _____

RECOMMENDATIONS _____

COMMENTS _____

**Appendix K—Form used to recommend exit from English as a Second Language program into regular instructional program.
From Fairfax County Schools.**

**FAIRFAX COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
DIVISION OF CURRICULUM SERVICES**

**ELEMENTARY
REFERRAL FOR MAINSTREAMING
ENGLISH AS A SECOND LANGUAGE PROGRAM**

STUDENT NAME _____
GRADE _____
SCHOOL _____

I.D. NUMBER _____
DATE OF REFERRAL _____
TEACHER _____

Estimate of Functional Grade Level

Reading _____ Math _____ General _____
Can the student be placed in pre-existing reading group? Yes _____ No _____

ESL Teacher

Recommendations: _____

Comments: _____

Signature

Language Arts Teacher

Recommendations: _____

Comments: _____

Signature

Principal

Recommendations: _____

Comments: _____

Recommended for Mainstreaming: Yes _____ No _____

Recommended for Continued Services: Yes _____ No _____

Signature of Principal

ESL PROGRAM SPECIALIST: _____
Signature Date

Please submit this completed form, along with the student's grammatical patterns form, to the English as a Second Language Office at Masonville Instructional Center.

TO BE FILLED OUT BY THE ESL TEACHER. PLEASE PLACE CHECK IN THE APPROPRIATE BLANKS.

	Excellent	Adequate	Poor
I. ORAL COMPREHENSION			
A. Understands basic functional English	_____	_____	_____
B. Comprehends multi-step directions	_____	_____	_____
C. Recalls information given orally with accuracy	_____	_____	_____
D. Comprehends oral discussion in content area classes	_____	_____	_____
E. Seeks help when clarification is needed	_____	_____	_____
II. ORAL EXPRESSION			
A. Pronounces sounds in words accurately; uses the word correctly in context	_____	_____	_____
B. Acquires vocabulary independently; uses new words in conversation and discussions	_____	_____	_____
C. Expresses ideas in complete thoughts	_____	_____	_____
D. Communicates with teachers	_____	_____	_____
E. Communicates with other students	_____	_____	_____
III. READING			
A. Demonstrates ability in basic work identification skills	_____	_____	_____
B. Distinguishes main idea and details	_____	_____	_____
C. Distinguishes sequence, cause and effect	_____	_____	_____
D. Demonstrates ability in paraphrasing and summarizing written material	_____	_____	_____
E. Demonstrates ability in drawing conclusions	_____	_____	_____
IV. WRITING			
A. Writes legibly	_____	_____	_____
B. Uses correct spelling, punctuation, and capitalization	_____	_____	_____
C. Uses correct grammatical structures	_____	_____	_____
D. Demonstrates ability in writing directions	_____	_____	_____
E. Demonstrates ability in writing short paragraphs	_____	_____	_____
F. Demonstrates ability in writing short reports	_____	_____	_____
V. STUDY HABITS			
A. Shows willingness to participate	_____	_____	_____
B. Works independently	_____	_____	_____
C. Completes work on time	_____	_____	_____

Appendix L—Form completed by nonimmigrant students to obtain a student visa (F-1).

FORM APPROVED
OMB NO. 43-R0387

**CERTIFICATE
OF
ELIGIBILITY
(FOR NONIMMIGRANT "F-1"
STUDENT STATUS)**

Name of Student—Family Name (Capital Letters)		First Name	Middle Name
Date of Birth (Mo., day, year)	Country of Birth	Country of Nationality	

READ CAREFULLY THE INSTRUCTIONS ON PAGE 4

Name of School
School Official To Be Notified of Student's Arrival in U.S.
Address of School (Include Zip Code)

Visa Issuing Post

It is hereby certified as follows:

- This certificate is being issued to the student for: (Check one)
 - ☐ Initial attendance at this school.
 - ☐ Continuation after a temporary absence outside the United States. The student's authorized stay, as it appears on Form I-94 in the student's possession, expires (month, day, year) _____.
 - ☐ Other (specify) _____.
- The student named has been accepted for a full course of study in this school. (If the student must appear on or before a specified date, specify that date here _____.) The student will be expected to carry a full program of study as defined by immigration regulation, 8 CFR 214.2(f)(1)(a), and this institution. (Schools which devote themselves exclusively or primarily to vocational, business, or language instruction must complete the following: The student will be expected to carry a minimum of _____ clock hours a week.) The student's major field of study is _____, normally requiring (specify length of proposed course) _____ and will be expected to complete the required studies at this institution not later than _____.
- The school has determined by a careful evaluation of the student's qualifications that the student has sufficient scholastic preparation to undertake a full course of study. (Check one and fill in as appropriate.)
 - ☐ Proficiency in the English language is required and the school has determined that the student has the required proficiency.
Basis for determination: _____
 - ☐ Proficiency in the English language is required. If the student lacks sufficient proficiency, the student will be:
 - ☐ Enrolled in a full course of study of English in this school.
 - ☐ Given special instruction in English, which will consist of _____.
 - ☐ Proficiency in the English language is not required. Explain: _____
- The present academic-year (or other academic-term of _____ months) cost for tuition and fees is \$_____; the average academic-year (or other academic-term) cost for living and incidental expenses is estimated to be \$_____. Total cost for academic-year (or other academic-term) is estimated to be \$_____. (Expenses for the summer period are not included in these figures.)
 - Estimated cost of living and incidental expenses for the summer period (or other non-academic period) of _____ months is \$_____.
- The student expects to meet the expenses estimated in Item 5a and 5b above by completing the following (check and fill in as appropriate):

☐ Scholarship/grant/assistantship from this school at \$_____ per _____ until _____	(Amount/Academic Year or other terms of _____ months)
☐ The student has been offered campus employment which will not displace a U.S. resident and will not affect the student's ability to carry a full course of study. The rate of pay is \$_____ per _____	\$_____ (enter estimated pay for academic year)
☐ Scholarship/grant/loan from another source (specify source: _____) at \$_____ per _____ until _____	\$_____
☐ Personal or family funds (this school has received verification that these funds are available).	\$_____
☐ Summer or other non-academic year expenses will be met by (explain) _____	\$_____

Total: (Must at least equal Items 5a and 5b above.) \$_____
- This school (or if approval not in its own name, the _____ School District under which it operates or School of which it is a part) was approved for attendance by nonimmigrant students by the Immigration and Naturalization Service on _____, file number _____. Such approval has not been revoked.

8. REMARKS

For immigration official

Signature of school official authorized by the school to issue Forms I-20A. I certify that the above information is true and correct.	
Title	Date of issuance: (This certificate expires 12 months after the date of issuance)

Appendix M—Application form used by nonimmigrant students to request permission to extend stay, transfer schools or accept or continue employment.

Form Approved
OMB No. 43-RO417

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

**APPLICATION BY NONIMMIGRANT STUDENT (F-1)
FOR EXTENSION OF STAY, SCHOOL TRANSFER
OR PERMISSION TO ACCEPT OR CONTINUE EMPLOYMENT**

PART I — TO BE FILLED IN BY ALL APPLICANTS			
I AM APPLYING FOR (CHECK AND COMPLETE AS APPROPRIATE) ☐ EXTENSION OF TEMPORARY STAY TO _____ ☐ PERMISSION TO TRANSFER TO ANOTHER SCHOOL ☐ PERMISSION TO ACCEPT EMPLOYMENT OR TO CONTINUE PREVIOUSLY AUTHORIZED EMPLOYMENT			
PRINT OR TYPE YOUR NAME EXACTLY AS IT APPEARS ON YOUR ARRIVAL-DEPARTURE RECORD FORM I-94. IF YOUR MAILING ADDRESS IN THE U.S. IS WITH SOMEONE WHOSE FAMILY NAME IS DIFFERENT FROM YOURS, INSERT THAT PERSON'S NAME IN THE CO BLOCK.			
1. YOUR NAME	FAMILY NAME (Capital Letters)	FIRST	MIDDLE
IN CARE OF	C/O	FILE NUMBER (If Known)	
2. MAILING ADDRESS IN U.S.	NUMBER AND STREET (Apt. No.)		
	CITY		
	STATE		ZIP CODE
3. DATE OF BIRTH (Month, Day, Year)	COUNTRY OF BIRTH	COUNTRY OF CITIZENSHIP	
4. PRESENT NONIMMIGRANT CLASSIFICATION		DATE ON WHICH AUTHORIZED STAY EXPIRES	
5. DATE AND PORT OF LAST ARRIVAL IN UNITED STATES		NAME OF VESSEL, AIRLINE, OR OTHER MEANS OF LAST ARRIVAL IN U.S.	
6. THE PERMIT NUMBER ON MY FORM I-94 IS: _____			
☐ EXTENSION GRANTED TO (Date) _____ ☐ EXTENSION DENIED V. D. TO (Date) _____			
THIS SECTION FOR GOVERNMENT USE ONLY			
DATE OF ACTION DD OR OIC OFFICE		EMPLOYMENT ☐ GRANTED ☐ DENIED TRANSFER ☐ GRANTED ☐ DENIED	
12. Number, Street, City, Province (State) and Country of Permanent Residence			
13. Has an immigrant visa petition ever been filed in your behalf? ☐ Yes ☐ No. If "Yes", where was it filed?			
14. Have you ever applied for an immigrant visa or permanent residence in the U.S.? ☐ Yes ☐ No. If "Yes", where did you apply?			
15. I ☐ AM ☐ AM NOT married. If married and you wish to apply for extension for your F-2 spouse and children, give the following. (See instruction #1)			
NAMES OF SPOUSE AND CHILDREN		DATE OF BIRTH	COUNTRY OF BIRTH
			PASSPORT ISSUED BY (Country) AND EXPIRES ON (Date)
NOTE: If spouse and children for whom you are seeking extension do not reside with you, give their complete address on a separate attachment to this application.			
16. OCCUPATION			17. SOCIAL SECURITY NUMBER (If none, state "none")
18. (Insert "Have" or "Have Not") _____ BEEN EMPLOYED OR ENGAGED IN BUSINESS IN THE UNITED STATES. IF YOU HAVE BEEN EMPLOYED OR ENGAGED IN BUSINESS IN THE UNITED STATES, COMPLETE THE REST OF THE BLOCK.			
NAME AND ADDRESS OF EMPLOYER OR BUSINESS			
KIND OF EMPLOYMENT OR BUSINESS		INCOME PER WEEK	DATES SUCH EMPLOYMENT OR BUSINESS BEGAN AND ENDED
19. MEANS AND SOURCE OF SUPPORT WHILE IN THE UNITED STATES			
20. (COMPLETE THIS ITEM ONLY IF YOU ARE APPLYING FOR A SCHOOL TRANSFER) I ☐ Have ☐ Have not been a full time student at the school which I was last authorized by the Immigration and Naturalization Service to attend (If you checked "Have not" state the reasons fully)			
I am requesting this transfer because:			

APPENDIX N—Form used for requesting citizenship textbooks available from the Immigration and Naturalization Service.

NOTICE:—This form, when properly executed, should be returned to the Immigration and Naturalization Service office shown below. Any of the titles ordered which are not included on shipment are not in stock—WAIT 3 MONTHS BEFORE REORDERING.

**REQUISITION
FOR FEDERAL TEXTBOOKS
ON CITIZENSHIP**

(Submit in duplicate)

TO:

Immigration & Naturalization Service
Federal Building
Burlington, Vermont 05401

I request copies, as ordered below, of the **FEDERAL TEXTBOOKS ON CITIZENSHIP** which, under statutory limitations, are distributed free only to candidates for United States citizenship who are attending public school classes or classes under the supervision of the public schools.

BECOMING A CITIZEN SERIES

- ☐ Book 1, Our American Way of Life (M-161)
- ☐ Book 2, Our United States (M-162)
- ☐ Book 3, Our Government (M-163)
- ☐ Teacher's Guide (M-164)

OUR CONSTITUTION AND GOVERNMENT

- ☐ Our Constitution and Government, Regular Edition (M-7)
- ☐ Our Constitution and Government, Simplified Edition (M-8)
- ☐ Enlarged Charts (set of 18) (For use by instructor) Produced from Our Constitution and Government (M-9).

HOME STUDY COURSES

- ☐ Our Constitution and Government (M-39) (Use with M-8)
- ☐ Our Constitution and Government, Suggestions for the Helper and Final Tests (M-40)
- ☐ Section 1, English and Home and Community Life, For the Student (M-41)
- ☐ Section 1, English and Home and Community Life, for the Helper (M-42)
- ☐ Section 2, English and Federal Government, For the Student (M-43)
- ☐ Section 2, English and Federal Government, For the Helper (M-44)
- ☐ Section 3, English and State Government, For the Student (M-45)
- ☐ Section 3, English and State Government, For the Helper (M-46)

TEACHERS' AID

- ☐ Aids for Citizenship Teachers (M-35)

CERTIFICATION: — I certify that materials covered by the above requisition will be distributed free of charge to candidates for United States citizenship for their use in public school citizenship classes, or classes held under the supervision of the public schools.

SIGNED (Name and official title of class teacher) (Please print title)

APPROVED BY (Signature and official title of approving school authority) (Please print title)

ADDRESS OF SCHOOL (Full name and address of school to which books should be sent) (Please print)

DATE